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ABSTRACT

The John Bowne High School Basic Bilingual Program served 269 New York City students with limited proficiency in English in grades 9-12. Students received instruction in English as a Second Language, content areas, and Spanish language arts. Students were mainstreamed with their English dominant peers for some subject areas and participated in a bilingual business program. Supportive services, curriculum and staff development, and parental/community involvement activities formed additional program components. Program evaluation was accomplished through student achievement data and evaluator on-site observation. Findings indicated that (1) except for eleventh grade students, pupils made statistically significant gains in English reading achievement, (2) all students except tenth graders demonstrated significant gains in Spanish reading, (3) 70% of each grade passed midterm examinations in the content areas. Students were observed to be attentive and disciplined, and to have good relationships with teachers. Recommendations for future program implementation are included. (MK)

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Final Evaluation Report

JOHN BOWNE HIGH SCHOOL
BASIC BILINGUAL PROGRAM

1978-1979

Project Number: 5004-97607

NEW YORK CITY BOARD OF EDUCATION

OFFICE OF EDUCATIONAL EVALUATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BILINGUAL BASIC PROGRAM

5004-97607

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JOHN BOWNE HIGH SCHOOL
BILINGUAL PROGRAM

Project Number: 5004-97607

Location: 63-25 Main St., Flushing, N.Y.

Year of Operation: 1978-79-third year of operation

Target Language: Spanish

Number of Participants: 269

Principal: Raymond Shevitz

Coordinator: Gladys Fischoff

Context:

John Bowne High School is located in the Flushing area of Queens and serves the population of that area as well as part of the Corona area of Queens. The Hispanic population of the school was 19.1% of which 12.1% of which 12.1% is designated as other than Puerto Rican. The balance of the ethnic composition of the school population is as follows: 44.9% Other; 29.1% Black and 6.0% Oriental. In terms of economic and social stability of the population, 4.7% of the population was on free lunch and the number of children receiving Norm Aid to Dependent Children was 520.

Program Description

Two hundred and sixty-nine Title VII students participated in a program which consisted of academic subjects (history, mathematics and science) taught in the native language and supported by tax-levy funds, intensive English (ESL), and Spanish Language Arts. These students also studied art, music, hygiene, and electives with mainstream students in order to prevent segregation. Title VII funds were used to provide the students with academic subjects as well as the bilingual business component of the program. The newly developed courses -- Business English, Commercial Spanish, bilingual business mathematics, bilingual stenography and typing had classroom instruction through tax-levy funds. Materials relating to these courses (textbooks audio-visual supplies, instructional supplies etc.) were funded through Title VII. In order to reinforce the students' ethnic heritage and cultural interchanges, extra-curricular activities have become part of the Title VII Program. Title VII staff had staff training through a course stipend curriculum development sessions consultant workshops and attendance to bilingual conferences. The Resource Teacher worked in the area of Spanish Language Arts curriculum development with teachers involved in this subject.

Program Components and Funding Sources

In order to provide the best educational services to the bilingual program students in John Bowne High School, two funding sources were brought together: ESEA Title VII and Tax-Levy funds. Title VII provides funds for five positions, including two part-time educational assistants. Tax-levy funds are used for 22 positions, including most of the teachers. Tables 1 and II present a

summary of the personnel in the instructional and non-instructional components which serve the bilingual students in John Bowne High School.

TABLE I

Number of Instructional Personnel Serving Bilingual Students by Funding Source.

Instructional Component	Funding Source	Number of Personnel Teacher	Paras
ESL	Tax-Levy	5	0
Native Language	Tax-Levy	3	0
Math	Tax-Levy	1	0
	Title VII	0	1
Social Studies	Tax-Levy	1	0
Science	Tax-Levy	1	0
Business Ed.	Tax-Levy	1	0
	Title VII	0	1

TABLE II

Non-Instructional Personnel Serving Bilingual Students by Funding Source.

Area	Funding Source	Personnel Providing Services
Curriculum Development	Title VII	Title VII staff and teachers
Counseling	Tax-Levy	Regular Guidance Counselors
Staff Development	Title VII	Projector Director
Parental Involvement	Title VII	Title VII Staff
Administration & Supervision	Tax-Levy	Assistant Principals and respective departments

The preceding two tables show that tax-levy funds are used for most of the teachers in the instructional component of the program and the Guidance Counselors and Assistant Principals in the non-instructional component of the program. Title VII funds, among others, the following positions: The assistant project director and two educational assistants.

Methodological Approaches

The students in the bilingual program at John Bowne High School take classes within the bilingual program, as well as within the mainstream curriculum. Table III summarizes the classes which students in the program are taking within the bilingual curriculum. It includes information on the register, the language (s) used for instruction, percentage of time each language is used, hours per week in each class and staff in change of each class.

TABLE III

Classes within the Bilingual Curriculum with class Register, Language of Instruction, Percentage of Time Each Language is Used, Hours Per Week and Staff In Each Class.

COMPONENT SUBJECT	Class Register	Language(s) of Instruction	Used for What % of class time?	Hours per Week	Staffing: Numbers Teachers	of: Paras
ESL 1-2	61 (2cl)	English	100%	10 per.	2	0
3-4	91 (3cl)	English	100%	10 per.	3	0
5-6	93 (3cl)	English	100%	10 per.	3	0
7-8	124 (4cl)	English	100%	5 per.	4	0
Bus. Eng.	33 (1cl)	English	100%	5 per.	1	0
Essentials of Math	63 (2cl)	Spanish	100%	5 per.	1)	1
Pre-Alg.	46 (2cl)	Spanish	100%	5 per.	1) Same	1

TABLE III (Continued)

COMPONENT SUBJECT	Class Register	Language (s) of Instruction	Used for What % of class time	Hours per Week	Staffing Numbers of Teachers	Paras
Algebra	38 (1cl)	Spanish	100%	5 per.	1)	
Regional Studies	59 (2cl)	Spanish	100%	5 per.	1 other 1)	0
West. Civ.	75 (2cl)	Spanish	100%	5 per.	)same 1)	0
Economics	66 (2cl)	Spanish	100%	5 per.	) 1)	0
General Science	77 (2cl)	Spanish	100%	5 per.	1	0
Bio. (Regular)	43 (1cl)	Spanish	100%	5 per.	1)	0
Bio. Applied	47 (2cl)	Spanish	100%	5 per.	)same 1)	0
Spanish Lang.Arts	138 (4cl)	Spanish	100%	5 per.	2	0
Commercial Spanish	75 (3ci)	Spanish	100%	5 per.	1	0
Steno.	29 (1cl)	Eng/Span	100%	5 per.	1)	1
Typing	77 (3cl)	Eng/Span	100%	5 per.	) 3)	2

Students took Music and Art in the mainstream curriculum, regardless of their English Language Proficiency. Students were allowed to take other classes in the mainstream curriculum, such as Modern Algebra and History, depending on their competency in English and/or teacher's recommendation. Table IV summarizes the classes which students in the bilingual program took within the Mainstream Curriculum. Information on class register, hours per week in each class and criteria for student selection is included. Students also took some of the classes in the Mainstream Curriculum because they might have had a conflict in their program or because they were elective classes only offered in English.

TABLE IV

Classes within the Mainstream Curriculum With Class Register, Hours Per Week in Each Class and Criteria For Student Selection.

COMPONENT/SUBJECT	TOTAL NUMBER OF STUDENTS	HOURS PER WEEK	CRITERIA FOR SELECTION
Music	9	5 per	
Art	7	5 per	
Math Lab	11	5 per	Math Scores grades, tchr. recommend
Pre-Algebra	2	5 per	English competency
9th Yr Math	14	5 per	English competency
10th Yr Math	2	5 per	Eng. compet'cy tea. recommendation
11th Yr Math	8	5 per	Eng. competency
History	21	5 per	English competency
Hist. Elect.	10	5 per	English competency, grades
General Science	6	5 per	Eng. competency
Biology	11	5 per	Eng. competency
Meterorology	2	5 per	Eng. competency
Data Processing	1	5 per	Eng. competency
Recordkeeping	8	5 per	Eng. competency
Business Machines	18	5 per	Eng. competency
Typing	4	5 per	Eng. competency
Spanish	8	5 per	Level of Spanish competency is below Span. Lang. Arts level Tchr/grd. Adv. recommendation

TABLE IV (continued)

COMPONENT/SUBJECT	TOTAL NUMBER OF STUDENTS	HOURS PER WEEK	CRITERIA FOR SELECTION
Industrial Arts	11	5 per	
foods	4	5 per	
Clothing	3	5 per	
English Regular	22	5 per	Score above 20%tile in LAB;Eng. competency
Reading	25	5 per	Teacher/recommendation Grd. Adv.
Physical Education	269	5 per	

During the 1978-1979 school year, 25 students exited the bilingual program at John Bowne High School. The two main reasons for exit were parental option and LAB scores above the 21st percentile. For the 1979-1980 school year more stringent criteria are being set. This procedure will due based on scholastic achievement, attendance and results on an English reading test.

Supportive Services

The area of supportive services provided the following activities during the 1978-1979 school year:

Career Education: 1) 90 students attended a course in Commercial Spanish Language Arts. 2) Queensborough Career Education sponsored a services of workshops 3) Priviate firms and Armed Forces representatives met with students 4) A series of College Orientation Meetings were offered through College representatives and former bilingual students.

Panel of Americans: Fifteen students representing a cross-section of program participants took part in weekly group counseling sessions intended to discuss interpersonal and intercultural problems identified by the students. The group was led by a Spanish-Speaking Advisor from the council of Economic Development. The sessions were conducted in Spanish. Efforts were made to insure broad representation in terms of leadership qualities, students with personal or academic problems, country of origin, sex, etc.

Counseling: Most students in the program were individually counseled on problems as referred by teachers, parents or the Bilingual Office.

The area of Supportive Services could benefit from a Bilingual Guidance Counselor, and Bilingual Family Assistant(s) to make home contacts. It is recommended that the possibility of obtaining these positions be explored with the funding source(s).

Curriculum Development Component

The bilingual program at John Bowne High school in order to supplement the materials available for bilingual students, developed curriculum in the following areas: Biology, Individualized Math Instruction, History of Western Civilization, Economics, American History, Spanish Language Arts, and Commercial Spanish Except for the American History bilingual curriculum which was being developed all the other curricula were in classroom use during 1978-79 school year.

Curricula developed by other Title VII high school bilingual programs were being used with John Bowne High School bilingual students. Mathematics and Western History curricula from Newtown High School and comprehensive High School Bilingual Program, Western Civilization and Economics curricula from the Theodore Roosevelt High School, and the Eastern District High School Commercial Spanish Handbook were in use during the 1978-1979 school year.

Staff Development Component

In order to improve the teaching competencies of the sfaff serving the bilingual students, several sfaff training/education activities were offered by the John Bowne High School bilingual program. These activities can be categorized as follwos: In-service training activities. These categories have been summarized in Table V. The Number of Participants, Frequency of Occurrence and description of each activity have been included in the table.

TABLE V

Staff Development Activities
Category and Number of Participants, Frequency
of Occurrence and Description of Each Activity

STRATEGY		GOAL	NUMBER OF PARTICIPANTS	FREQUENCY OF OCCURENCE	DESCRIPTION
UNIVERSITY COURSES	Teachers	Courses in bilingual education	1 teacher	6 credits	Goal of MA in Bilingual Education
	Paras	AA in Bilingual Education	1 Para	Completion of AA at La Guardia Comm. Col.	BA Begun at Queens College
In-Service Training	Teachers	Establishment of routines in bil. classes	1	2 times	Curriculum implementation for C.S.; implementation of course objectives
		Com. Span. Curr.	1	10 times	
		To structure uniform rules and regulations for ESL/Bilingual classes.	12 teachers	16 times	Agreement to be synthesized by ESL Assistant Principal and Resource Teacher of Title VII.
	Paras	History curriculum Development	1	3 times	Artistic development of history curriculum; refinement of prose.
	Teachers	program implementation	5 (individual basis)	bimonthly	Implementation of courses; individualized needs of teachers; use of paras.
	Paras	Program implementation and activities	2	weekly	Assignment, summary and projection of structured assignments utilizing specialized training of Educational Assistants.

Other Activities which can be characterized as "staff training" included:

1. Conference attendance by Project Director: (a) N.Y. State Bureau of Bilingual Education Technical Workshops in December 1978, and February and April 1979; (b) S.A.B.E. Conference; (c) District 4 Reading Conference (April); (d) N.Y. State Reading Conference (March); (e) Fordham University Reading Conference (Nov.). The Project Director also led a workshop on Integration of basic Skills into the Social Studies Curriculum.
2. Teaching Staff attendance at Conferences/Centers: (a) One teacher attended S.A.B.E. (b) Title VII and tax levy bilingual staff visited bilingual publications/dissemination and Bilingual Office Resource Library.

Parental and Community Involvement Component

The lack of a bilingual Family Assistant diminished the extent to which activities in the Parental Involvement Component of the John Bowne High School bilingual program could be carried out. Still, the Parent Advisory Council met several times a year and some other activities in which parents participated were offered.

The Parent-Student Advisory Council was composed of 10 parents and 15 students. Parent members usually volunteered or were former Advisory Council Members. Students were members of the Students' Advisory Board. The group meets three to four times a year to discuss and suggest activities and means for program implementation. Bilingual parents and community were also involved in the following activities:

1. College Orientation Night (Parents/Students)
2. Open School, Afternoon and Evening

3. Parental Assistance at two Latin Disco Dances
4. Parental Performance in Bilingual Talent
5. Parent/student contribution toward folklore collection- Third Edition of Cuentos de Mi Pueblo
6. Trips to Cultural events (La Celestina, Bodas de Sangre, Romeo y Julieta)
7. Career Education Program sponsored by Queensborugh Community College
8. College/Business Armed Forces Orientation Program to juniors and seniors.
9. Former bilingual students - College Orientation Program to freshmen, sophomores, juniors, seniors.
10. Special articulation program with feeder school directed by Project Director and Assistant Project Director.
11. Inter-group relations training program with Panel of Americans and Economic Development Council.
12. One student participation in the High School Executive Internship program.
13. Student attendance to SABE Conference of February 1979 in which students were the official recorders.
14. Mainstream student participation in clubs: soccer team, Talent Night, SING, assembly programs.
15. Special community publications on careers/colleges distributed to students and parents.
16. JBHS Student Guide

The degree of parental involvement in this program is unusually high when one considers there is not a bilingual family assistant. Some indicators of parental involvement in this program are: Parental attendance to meetings, telephone calls to the Bilingual Office, parental correspondence, parental contribution to "Cuentos de mi Puebl", "El Noticiero"

and attendance to dances, special programs, general school functions.

Some parents do not participate actively in the program because the school is within a two-fare zone and they feel that traveling is a hardship. Some parents work after 7:00 pm. and, therefore, are not readily available for evening meetings.

The degree of parental participation seems to be related to the following factors:

1) Children participation in extra-curricular activities (soccer team, special programs, trips) increases interest in school.
2) "NOTICIERO" parents'/students publication--informs parents of activities within the school and within the Title VII program with up-to-date information.
3) Special correspondence to parents regarding bilingual and school activities - mailings (Open School Night, Bilingual Talent Night)
4) Translations of all important notices into Spanish to promote awareness.
5) Bilingual personnel availability for evening activities - e.g. College Orientation Night, Freshman Orientation Night, I.S. 61 Articulation Night.
6) Knowledge that there will be personnel who speak in Spanish encourages parental attendance.

Additional Indicators of Program Effect

Students in the John Bowne High School bilingual program were compared to students in the general school program in their attendance and drop-out rates. In both areas the students in the bilingual program have surpassed the mainstream students. The attendance percentage in in the Fall of 1978 for students in Title VII was 89.7%, while that for

the general school was 82.0%, a difference 7.7 percentage points favoring the bilingual program. During the Spring of 1979, the Title VII attendance percentage was 88.3 and the general school program's was 84.0%, a difference of 4.3 percentage points above the general school. The drop-out rates for students in the bilingual program was .07% and for the general school program was 4%; a difference of 3.3 percentage points above the general school program.

Many Title VII students were involved in Title VII and general school extracurricular activities. Some also received special recognition for their work. Among them were the following:

1. Two-hundred individuals including parents and students, attended two Latin Disco Dances.
2. Four hundred students and parents participated in Hispanic Talent night.
3. Twenty to sixty students participated in school/program sponsored trips to sites in the City.
4. One student participated in the High School Executive Internship Program in the Spring. This represents the first time a bilingual program student participates in the Internship Program.
5. Ten awards were presented to bilingual program students at the Senior Awards Assembly.
6. A John Bowne H.S. bilingual program student was awarded the Jose' Marti Plaque -- the highest award given by the American Association of Teachers of Spanish and Portuguese.

Other indicators of the interest and involvement of bilingual students in the program were:

1. Willingness on the part of students to become part of an interrelations group on a voluntary basis, requiring that students stay after school.

2. Willingness on the part of former program students to come to relate their college experiences to the school, to be judges in the Bilingual Talent Night and Latin Disco Dance, and to Participate as performers in the Bilingual Talent Night.
3. Student contribution to the publications of Cuentos de Mi Pueblo and Noticiero.
4. College admission -- 66% (14 out of 21) of graduating program students were accepted to institutions of higher education.

TABLE VI

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement on the Stanford Reading Achievement Test of Students with the Full Instructional Treatment

Year of Entry	Grade	No.	Initial Mean	Initial S.D.	Final Mean	Final S.D.	Mean Diff.	Corr. (Init.-Final	SEmd	t	p
					PRIMARY II						
1978	9th	37	109.35	29.72	120.68	22.94	11.33	.634	3.837	2.953	.01
					PRIMARY III						
1978	9th	11	112.64	19.71	124.91	25.32	12.27	.661	6.081	2.018	.02
1978	10th	11	86.00	36.86	118.82	43.77	32.82	.939	4.939	6.645	.01
1977	10th	24	109.71	20.39	128.00	17.07	18.29	.607	3.453	5.297	.01
1978	11th	9	87.78	22.52	127.00	23.85	39.22	.504	8.171	4.800	.01
1977	11th	14	99.14	15.55	116.14	13.50	17.00	.305	4.600	3.696	.01
1976	11th	22	109.23	22.10	115.50	20.74	6.27	.605	4.165	1.505	NS
1975	12th	18	105.44	17.17	119.33	21.14	13.89	.422	5.065	2.742	.01

As can be seen from the above table, the ninth grade students achieved a significant gain in english reading achievement from initial to final testing. The gain was 11 and 12 points respectively for those students who were administered Primary II and Primary III.

The Tenth grade students regardless of year of entry achieved a significant gain in english reading achievement from initial to final testing. The mean gain was 18 points for the 1977 group and 33 points for the 1978 group. There was a difference of 24 points in favor of the 1977 group at initial test time, with this mean difference being reduced to 9 points at final test time.

In the eleventh grade the gain from initial to final testing ranged from 6 points for the 1976 group to 39 points for the 1978 group. The gain 17 points for the 1977 group and the gain of 39 points for the 1978 group was statistically significant. At inital test time there was a mean difference of 11 points in favor of the 1978 group over the 1977 and 1976 groups

The 12th grade students achieved a statistically significant gain of 14 points from initial to final testing.

TABLE VII

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Achievement (Spanish) on the Inter-American Series - Prueba de Lectura, Students with Full Instructional Treatment

Year of Entry	Grade	No.	Initial Mean	Initial S.D.	Final Mean	Final S.D.	Mean Diff.	Corr. (Init.-Final	SEmd	t	p
1978	9th	37	103.84	16.41	111.32	15.34	7.48	.149	3.407	2.195	.05
1978	10th	9	109.00	8.55	114.44	4.05	5.44	.229	3.639	1.499	NS
1977	10th	26	108.35	7.92	109.92	9.08	1.57	.739	1.246	1.260	NS
					Level III						
1978	11th	9	74.67	22.55	85.67	19.29	11.00	.716	5.670	1.940	.05
1977	11th	14	65.29	20.99	72.21	21.30	6.92	.796	2.747	1.847	NS
1976	11th	23	63.96	14.27	74.39	15.73	10.43	.636	2.744	3.801	.01
1975	12th	19	70.11	10.35	75.37	8.64	5.26	.649	1.777	2.960	.01

As can be seen from the above table the 9th grade students achieved a significant gain in native language reading achievement of about 7t points from initial to final testing.

The tenth grade students regardless of year of entry did not achieve a significant gain in native language reading achievement. The 1977 group gained about one and a half points and the 1978 group gained about 5 and a half points from initial to final testing.

In the eleventh grade the gain from initial to final testing was almost seven points for the 1977 group and about eleven points for the 1976 and 1978 groups, with the gain of the latter two groups being statistically significant.

The 12th grade students achieved a statistically significant gain of about five points from initial to final testing.

TABLE VIII

Native Language Arts

Number and Percent of Students passing Native Language Arts

Grade	FALL N	FALL Number Passing	FALL Percent Passing	SPRING N	SPRING Number Passing	SPRING Percent Passing
9	42	38	90.5	43	43	100.0
10	41	41	100.0	41	36	87.8
11	43	34	79.1	46	43	93.5
12	22	21	95.5	11	11	100.0
Total	148	134	90.5	141	133	94.3

As can be seen in the above table, the students were generally successful in mastering native language arts, with 90.5% passing in the fall term and 94.3% passing in the spring term, showing a percentage increase of 3.8%. In the fall term the percentage of students passing ranged from 79.1% in the 11th grade to 100.0% in the 10th grade. In the spring term the percentage passing ranged from 87.8% in the 10th grade to 100.0% in the 9th and 12th grade respectively. From the fall to the spring term the percentage passing increased in three of the four grades, ranging from 4.5% at the 12th grade to 14.4% at the 11th grade. In the 10th grade there was a decrease of 12.2% in the percentage passing from the fall to the spring term.

TABLE IX

Mathematics

Number and Percent of Students passing Mathematics

Grade	FALL N	FALL Number Passing	FALL Percent Passing	SPRING N	SPRING Number Passing	SPRING Percent Passing
9	40	30	75.0	47	42	89.4
10	38	29	76.3	39	22	56.4
11	44	33	25.0	46	29	63.0
12	5	4	80.0	16	14	87.5
Total	127	96	75.6	148	107	72.3

As can be seen in the above table, the students were generally successful in mastering mathematics, with 75.6% passing in the fall term and 72.3% passing in the spring term, showing a decrease of 3.3% in the percentage passing from the fall to the spring term. In the fall term the percentage passing ranged from 75.0% in the 9th and 11th grade to 80.0% in the 12th grade. In the Spring term the percentage passing ranged from 56.4% at the 10th grade to 80.4% at the 9th grade. From the fall to spring term the percentage passing increased in two of the four grades, being 7.5% for the 12th grade 14.4% for the 9th grade, for the remaining two grades there was a percentage decrease of 17.0% and 19.9%. It should be noted that the 10th and 11th grade in the spring term did not meet the criterion of mastery.

TABLE X

Science

Number and Percent of Students passing Science

Grade	FALL N	FALL Number Passing	FALL Percent Passing	SPRING N	SPRING Number Passing	SPRING Percent Passing
9	44	35	79.5	48	41	85.4
10	41	38	92.7	39	39	100.0
11	30	26	86.7	29	27	92.1
12	16	16	100.0	11	11	100.0
Total	131	115	87.8	127	118	92.9

As can be seen in the above table, the students were generally successful in mastering the subject of science, with 87.8% passing in the fall term and 92.9% passing in the spring term, showing a percentage increase of 5.1%. In the fall term the percentage of students passing ranged from 79.5% at the 9th grade to 100.0% at the 12th grade. In the spring term the percentage passing ranged from 85.4% at the 9th grade to 100.0% for the 10th and 12th grades. From the fall to the spring term the percentage passing increased in three of the four grades ranging from 5.9% for the 9th grade to 7.3% for the 10th grade, with the remaining grade showing no percentage change.

TABLE XI

Social Studies

Number and Percent of Students passing Social Studies

Grade	FALL N	FALL Number Passing	FALL Percent Passing	SPRING N	SPRING Number Passing	SPRING Percent Passing
9	5	3	60.0	36	33	91.7
10	31	29	93.5	35	34	97.1
11	47	42	89.4	49	43	87.8
12	25	20	80.0	18	17	94.4
Total	108	94	87.0	138	127	92.0

As can be seen in the above table, the students were generally successful in mastering social studies, with 87.0% passing in the fall term and 92.0% passing in the spring term, showing a percentage increase of 5.0%. In the fall term the percentage of students passing ranged from 60.0% at the 9th grade to 93.5% at the 10th grade. In the spring term the percentage passing ranged 87.8% at the 11th grade to 97.1% for the 10th grade. From the fall to the spring term the percentage passing increased in three of the four grades, ranging from 3.6% at the 10th grade to 31.7% at the 9th grade, with a percentage decrease of 1.6% for the 11th grade. It should be noted that the 9th grade in the fall term did not meet the criterion of mastery.

TABLE XII

Bilingual Stenography

Number and Percent of Students passing Bilingual Stenography

	FALL			SPRING		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	13	9	69.2	13	8	66.5
10	16	14	87.5	14	13	92.9
11	6	6	100.0	5	5	100.0
Total	35	29	82.9	32	26	81.2

As can be seen in the above table, the students were generally successful in mastering bilingual stenography, with 82.9% passing in the fall term 81.2% passing in the spring term, showing a decrease of 1.7% in the percentage passing from the fall to the spring term. In the fall term the percentage passing ranged from 69.2% in the 9th grade to 100.0% at the 11th grade. In the spring term the percentage passing ranged from 66.5% in the 9th grade to 100.0% for the 11th grade. From the fall to the spring term the percentage passing increased in one of the three grades being 5.4% for the 10th grade, for one of the reamining two grades there was no percentage change and for the other there was decrease of 2.7%.

TABLE XIII

Bilingual Typing

Number and Percent of Students passing Bilingual Typing

Grade	FALL N	FALL Number Passing	FALL Percent Passing	SPRING N	SPRING Number Passing	SPRING Percent Passing
9	26	24	92.3	21	21	100.0
10	21	21	100.0	19	19	100.0
11	16	16	100.0	14	14	100.0
12	5	4	80.0	6	5	83.3
Total	68	65	95.6	60	59	97.5

As can be seen in the above table the students were generally successful in mastering bilingual typing, with 95.6% passing in the fall term and 97.5% passing in the spring term, showing a percentage increase of 1.9% from the fall to the spring term. In the fall term the percentage passing ranged from 80.0% in the 12th grade to 100.0% for the 10th and 11th grades. In the spring term the percentage passing was 83.3% for the 12th grade and 100.0% for the remaining three grades. From the fall to the spring term the percentage passing increased in two of the four grades, being 3.3% for the 12th grade and 7.7% for the 9th grade, with the remaining two grades showing no percentage change.

TABLE XIV

ATTENDANCE

Attendance Percentages of Students in Comparison With the Attendance Percentage of the School Regardless of Year of Entry to the Program, by Grade

Grade	Mean Percentage	Percentage Of School	Percentage Difference
9th	93.3	85.0	8.3
10th	94.1	85.0	9.1
11th	94.0	85.0	9.0
12th	91.8	85.0	6.8

As can be seen from the above table, the average percentage of attendance of program students was higher than that of the attendance percentage of the school as a whole. The average percentage of attendance of students with full instructional treatment ranged from 91.8% at the 12th grade to 94.1% at the 10th grade representing a percentage difference in favor of program students ranging from 6.8% at the 12th grade to 9.1% at the 10th grade.

Number and Percentages of Students With an Attendance Rate of 86% or more, Regardless of Year of Entry to the Program, by Grade

Grade	No.	Attendance of 86% or more	
		No.	%
9th	43	40	93.0
10th	42	41	97.6
11th	48	45	93.8
12th	25	23	88.0

As can be seen in the above table, the percentage of students that exceeded the attendance percentage of the school ranged from 88.0% for the 12th grade to 97.6% for the 10th grade, for all grades combined, the percentage was 94.3%

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

1. Except for the 11th grades students entering the program in 1976 all grades statistically significant gain in English reading achievement on the Stanford Reading Achievement Test.
2. Except for the 10th grade, the students demonstrated a significant gain in native language reading achievement.
3. 70% of each grade passed the midterm examinations content areas of Mathematics, Science and Social Studies.
4. The average percentage of attendance of program students was higher than that of the attendance percentage of the school.

The evaluator made two site visits to the program. On each of these visits, he met with the coordinator and followed a typical program of the participants which was as follows: major subject area instruction in native language, native language and ESL instruction. In general, the participation of the students was good. There was generally a good relationship between students and teachers. Attentiveness and discipline was evident as shown by the high degree of involvement and participation of the students and teachers. Basically the students did not appear to be lost or floundering, but appeared to be involved in the subject matter.

RECOMMENDATIONS

1. More curriculm workshop/Sessions for all subject areas
2. Improvement of measurement of students progress:

   Spanish Language Arts, Standardized test that are meaningful and at proper grade level of reading in spanish.

   Intermediate Level of Prueba de Lectura not appropriate as content and level of language.

   Development of a pre/post standardized test in commercial Spanish.
3. Bilingual grade advisor and guidance counselor.
4. Better reading texts in Spanish.
5. Translation of effective testbooks in all subject areas and curriculum guides into Spanish.
6. More personnel, resource teachers in science and social studies, and a family assistant (due to need for social and family assistance.)
7. Follow-up studies of those students who go into mainstream as to their functioning.
8. Smaller classes in all subject areas.
9. Use of expertise of teachers who are not bilingual in the development of curriculum, and development of materials for flexible needs of students.